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ABSTRACT

This document is divided into 10 sections. Section one explains that a master's program was recently instituted at Southern Connecticut State College for training teachers to teach adults. Section two reviews the need and potential for adult education programs and, therefore, for programs to train adult educators. Section three identifies objectives and competencies for students in the master's program. Section four outlines the content and organization of the program, including course requirements. Section five is a description of each of the courses. Section six lists elective courses. Section seven covers professional staff and program development. Section eight concerns institutional resources and facilities. Section nine looks at the provisions for program evaluation and followup. Section ten considers cost and number of students. (PB)

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MODEL FOR DEVELOPING AND IMPLEMENTING A GRADUATE ADULT EDUCATOR PROGRAM AT A TEACHER TRAINING INSTITUTION

by

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1. CONTEXT

The current cutback on teacher need on the primary and secondary levels, and the freeze on hiring college teachers, make glum projections for colleges educating teachers. There are however two major areas in education which are still in the growth stage and which have potential both for absorption of teacher output as well as for developing programs at teacher training institutions. One of these areas, is early childhood education, and the other is the area of Adult Education, dealt with in this article.

At Southern Connecticut State College, we recently instituted a Masters concentration for training teachers to teach adults, alongside the traditional teacher education programs. The program developed on the basis of research of current practices and opinions, can be a model for teacher training institutions interested in meaningful growth, and generally can be installed without too much dislocation or pipeline blockages. It can also serve as a major vehicle for spinning off other courses of interest to graduate students, and of value to the education institution. The program was developed for Southern Connecticut State College, was approved in the Spring of 1974, and is currently operational.

2. INTRODUCTION TO PROGRAM

2.1 There is presently no effective college based organizational structure or support system in Connecticut providing pre-service or in-service training for teachers of adults leading to an M.S. in Education. There are, however, programs leading to this type of degree in Massachusetts, Vermont, New Hampshire and Maine. The head

of the State Department of Adult Education in Connecticut, and director at the Durham, New Hampshire Regional Center have indicated the need for a program of this sort in Connecticut, and have expressed an interest in cooperating and providing assistance for its development.

2.2 The population potential for Adult Education programs is increasing, and with it the potential for teacher training programs in Adult Education. Statistics in the Monthly Labor Review, Dec. 1973 indicate that between 1972 and 1985 there will be a 16% increase in the post-thirty-five population, in contrast to a 2% decline in the sixteen and under population. The Carnegie Commission and the Commission on Post-Secondary Education have noted an increasing present demand for Adult Education programs and suggest an increasing future need for programs of this type. The National Center for Educational Statistics has indicated that there is an approximate 5:1 ratio of Adult Education volunteers compared to paid workers, suggesting a significant area for professionalization. The above figures suggest the potential market and need for developing professional programs to train adult educators.

3. RATIONALE AND OBJECTIVES

3.1 This proposed program will meet the needs of growing numbers of prospective teachers with an interest or a potential interest for teaching in the expanding field of Adult Education. The competency based, articulated curricula being developed for this program will provide a functional balance between role performance, concepts,

skills, and values. Stress will be placed on utilizing group dynamics techniques for developing, refining and specifying performance objectives, desired levels of performance, and evaluation criteria. The following definitions of the functional role of an adult educator suggests some of the key objectives for students in our program:

3.2 An adult educator should be able to:

3.2.1 Social Context - Understand the role of Adult Education in society and develop an awareness of the factors and forces affecting this field;

3.2.2 Effective Methodology - Select and use appropriate teaching methods, materials and resources, in terms of what is to be learned and learner needs;

3.2.3 Foster Critical Thinking - Help students acquire the ability for critical thinking without fear of institutional or interpersonal threat;

3.2.4 Identify and Assist Leadership Potential - Identify prospective leaders and help them to develop their positive attitudes, potentials, capacities and professional competence;

3.2.5 Assist in Developing Coping Skills - Help students control and adjust to change rather than maintain the status-quo, set their own goals, and conduct self-evaluation;

3.2.6 Keeping Up to-Date - Identify and interpret trends and discuss scholarly works that have implications for adult education;

3.2.7 Manage Learning Environment - Arrange learning experiences so that the learners can integrate theory and practice, help

clarify and change objectives, and develop or evaluate new or innovative programs in Adult Education;

3.2.8 Effectively Use Human Resources - Make use of the contributions of all group members through the utilization of individual talents and abilities;

3.3 Linked to the behavioral objectives, are a number of competencies to be selected and stressed for those going into Adult Education. These are:

3.3.1 Competencies in Personal Skills

3.3.1.1 Affective
3.3.1.2 Professional
3.3.1.3 Communication
3.3.1.4 Creative
3.3.1.5 Administrative
3.3.1.6 Research

3.3.2 Competencies in Societal Affairs

3.3.2.1 Application of sociological theory
3.3.2.2 Community development strategies
3.3.2.3 Professional responsibility
3.3.2.4 Understanding and working with adults
3.3.2.5 Change agent skills

3.3.3 Programming Competencies

3.3.3.1 Planning
3.3.3.2 Use of up-to-date techniques of curriculum design
3.3.3.3 Marketing and promoting
3.3.3.4 Methodological implementation
3.3.3.5 Coordination
3.3.3.6 Evaluation

3.3.4 Adult Education Competencies

3.3.4.1 Background knowledge
3.3.4.2 Professional responsibility
3.3.4.3 Understanding and working with adults

4. PROGRAM OUTLINE CONTENT AND ITS ORGANIZATION

4.1 The proposed concentration will consist of 15 Core hours, and 9-12 credit hours of approved elective Specialization Courses related to the Core. A number of proposed electives will be specifically designed and developed by departments whose members are interested and capable of offering suitable courses, and selections will be made in consultation with the advisor.

4.1.1 AREA OF SPECIALIZATION REQUIREMENTS (15 Credits)

1. Psych. 568 - Middlescence (3)
2. Ed(Ad) 600 Directed Study in Adult Education (3)
3. Ed(Ad) 581 Practicum in Adult Education (3) (in field of specific competency; prerequisite - appropriate methods or background course under advisement)

4a. Ed(Ad) - Organization and Management of Adult Education
OR
4b. Ed(?) 5XX Appropriate methods or background course (3)

5. Select one under advisement: (3)

a. Rdg. 501 - Reading Program for Adults (3)
OR
b. LS 502 - Adult Materials and Guidance (3)
OR
c. Ed. 580 - World of Adult Education (3)
OR
d. FL 410 - English as a Second Language (3)
OR
e. SW 500 - Concepts and Skills for the Human Services (3)
OR
f. ID 561 - Gerontology Institute

4.1.2 GENERAL PROFESSIONAL EDUCATION (15 Credits)

1. Ed. 523 Social Foundations of Education (Adult Education) (3)
2. Plan A - Thesis Seminar plus thesis (6), plus six elective credits (6)

OR

Plan B - Ed. 592 Ed. Research (3), plus nine elective credits (9) plus comprehensive

5. DESCRIPTION OF COURSES IN AREA OF SPECIALIZATION

5.1 PSYCH. 568 MIDDLESCENCE (3 credits)

In this course, students will (a) investigate problems related to adult learning; (b) explore the learning patterns of adults; (c) identify similarities and differences between adult and youth learning; (d) explore the psychological and sociological influences on adult learning; (e) analyze the dynamics of the teaching-learning transaction as an individual and group process; and (f) consider solutions for these problems on the basis of current practices and research.

5.2 ED. 600 DIRECTED STUDY IN ADULT EDUCATION (3 credits)

An opportunity for independent directed study in an area of particular interest in Adult Education. Reports and conferences are required.

5.3 ED. 581 PRACTICUM IN ADULT EDUCATION (OR AN APPROVED ELECTIVE FOR THOSE ALREADY TEACHING) (3 credits)

This course will provide a relationship between theory and practice through supervised field work experiences and faculty appraisal and guidance. Students will plan, conduct and evaluate adult education programs in various institutional and community settings. Concerns will include: (a) observation of adult teachers; (b) orientation and observation of neighborhood and community recruitment processes; (c) evaluation and placement of students; (d) and the development of curricula for individualized and group instruction.

5.4a ORGANIZATION AND MANAGEMENT OF ADULT EDUCATION (3 credits)

The purpose of this course is to provide teachers involved in broad program development and management with basic organizational skills necessary for execution of an adult education program based on assessed community needs. The areas of concern include: (a) goal setting; (b) coordination of human and physical resources including supervisory techniques; (c) planning in-services needs; and devising linkage systems; (d) federal, state and local program regulations; (e) budget development; and (f) public relations management, or

OR

5.4b APPROPRIATE METHODS OR BACKGROUND COURSE (3 credits)

This course is designed to facilitate the development of teaching skills for Adult Educators

5.5a RDG. 501 READING PROGRAM FOR ADULTS (3 credits)

This course is designed to train adult educators to teach basic and functional literacy skills to disadvantaged adults. Focus will be on delineating skills, and developing or utilizing adult reading curriculum materials of sufficient sophistication and challenge for the adult learner.

OR

5.5b LIBRARY SCIENCE 502 - ADULT MATERIALS AND GUIDANCE

Library materials and methods of Adult Education which may be used to develop maturity in reading, viewing and listening.

OR

5.5c ADULT EDUCATION 581 - WORLD OF ADULT EDUCATION (3)

A comparative perspective on inputs affecting Adult Education in other world regions, and significant strategies used in other Adult Education systems.

OR

5.5d FOREIGN LANGUAGE 410 - ENGLISH AS A SECOND LANGUAGE (3)

Context, techniques and strategies for teaching English as a Foreign Lanugage.

OR

5.5e SOCIAL WORK 500 - CONCEPTS AND SKILLS FOR THE HUMAN SERVICES

This course explores a framework for human interactions and focuses on practical skills and concepts for facilitating and helping relationships

OR

5.5f INTERDISCIPLINARY 561 - GERONTOLOGY INSTITUTE -

Focus on the physiology, sociology, psychology, economics, politics and philosophical concerns of the aged.

5.6 ED. 523 - SOCIAL FOUNDATIONS OF EDUCATION - ADULT EDUCATION (3 credits)

This course will provide a comprehensive background and perspective on Adult Education concerns and functions, organization, adult subgroups, strategies, program spectrum, and futuristic projections.

It is also a regular teacher certification course, in the foundations discipline.

5.7 ED. 592 - Ed. RESEARCH

A research course specifically and practically designed to acquaint education with the approaches helpful in writing proposals and securing grants for educational project

6. ELECTIVE COURSES (9-12 credits)

The world of adult education encompasses at least four different types of programs (i.e. social, recreational, functional, vocational). To enable students to develop and take courses in subject areas that are particularly functional and interesting to them, a broad range of

choices are provided in the specialization/elective area. All programs will be developed in consultation with the advisor, and the list of courses to be taken may be expanded as justified by student's interests and career objectives. Among the courses of potential interest to adult educators, and currently being offered, are:

6.1 Audio-Visual: Those courses available on the development and production of instructional media.

6.2 Economics 570 - Urban Economic Problems

6.3 Education: Numerous courses applicable for Adult Education

6.4 Foreign Languages courses helpful in working with foreign born adult groups

6.5 Geography 561 - Urban Geography, The American City

6.6 Health Education 559 - Programs of Community Heal

6.7 Interdisciplinary ID 511 - Pathways to the Future
ID 361 - Gerontology Institute

6.8 Library Science 502 - Adult Materials and Guidance

6.9 Political Science 552 - Urban Politics

6.10 Psychology 550 - Counseling Techniques

6.11 Reading: Rdg. 560 - Issues and Innovations in the Teaching of Reading
Rdg. 566 - Reading Curriculum

6.12 Recreation 560 - Philosophy and Programs of Recreation and Leisure

6.13 Social Work 500 - Concepts and Skills for the Human Services

6.14 Sociology: 500 - Contemporary Society
561 - Community Sociology
562 - Human Relations in the City
568 - Industrial Sociology

6.15 Special Education 523 - Teaching The Emotionally Handicapped

6.16 Speech 512 - Speech Communication

6.17 Social Work - Courses on gerentology

7. PROFESSIONAL STAFF AND PROGRAM DEVELOPMENT

Faculty members teaching in this program will represent a number of different disciplines relevant to Adult Education.

7.1 INITIAL COURSES TO BE TAUGHT IN THE FIRST SEMESTER

7.1.1 Ed. 523 - Social Foundations of Education - Adult Education

7.2 COURSES TO BE ADDED TO THE ABOVE IN THE SECOND SEMESTER

7.2.1 Reading 501 - Reading Program for Adults

7.2.2 Psych. 568 - Middlescence - (Psychology of Adult Learners)

7.3 REMAINING COURSES TO BE TAUGHT AFTER SECOND SEMESTER

Selection of additional courses will depend on the number of students in the program and flow-through projections.

8. INSTITUTIONAL RESOURCES AND FACILITIES

Library holdings and materials in the Curriculum Resource Center will require additions to meet the needs of this program, and books have already been ordered. Communications have already been developed with a number of Adult Education directors in the region, and with the State Department of Adult Education. In order to keep our program vital and responsive, additional communications and organizational networks will be established and maintained. Interest has been expressed by community groups concerned with the development of a Teacher Center for Adult Educators at our College.

9. PROVISION FOR PROGRAM EVALUATION AND FOLLOW-UP

The active participation of faculty, students, and community leaders, will be utilized for self-renewal and regularized program development and evaluation. Under the direction of Dr. Moses Stambler, an organizational feedback network will be established and the process of flexibility and change will be facilitated.

10. OTHER CONCERNS -

10.1 Cost - Expansion of the Adult Education curriculum resource library is the only additional cost currently anticipated

10.2 Number of Students - Although there has been an expressed student interest in joining this program, and an evident market need, it is difficult to estimate the first year enrollment. A reasonable target objective would suggest approximately 25 for the first year.